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Live at Home Week.

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LIVE-AT-HOME WEEK

IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

FEBRUARY 10-14, 1930



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

FOREWORD

Agreeable to the desire of His Excellency, Governor O. Max Gardner, the school forces of the State are requested to participate in the live-at-home program. The Governor has designated the week beginning February 10th as live-at-home week for the schools.

In an effort to forward this program, the State Department of Public Instruction is setting forth briefly in bulletin form the philosophy underlying this program, a few of the basic agricultural and farm facts upon which it rests, and making a few suggestions as to how the teachers may use this material. Activity programs, poster and booklet making, project work, compositions, essays, declamations, live-at-home luncheons and banquets may all be utilized. Exercises to which the people of the community are invited would be excellent.

Every superintendent, principal, supervisor and teacher will have abundant room for the exercise of initiative and originality. This bulletin is merely suggestive. Each school system will make plans which in its judgment will most effectively call this idea to the attention of the public. Every school should strive to observe this week in some appropriate and distinctive way.

During the five days of this school week every teacher in the State is hereby requested, as a minimum effort on her part, to give some instruction on some phase of this subject to the children under her care. In addition to the teaching activity which is carried on in each classroom every day in the week, there should be, in my opinion, some sort of program which would involve the joint and coöperative effort of the entire school or school system and thus unify and summarize the total effort.

The children in each class should, at the close of the week, write a joint class letter to Governor Gardner telling him briefly of the live-at-home activities in which the class had engaged during the week. Each letter should contain the following information: (1) the name of the teacher, (2) the grade, (3) the school system, (4) the name of the school, (5) the name of the principal. The letter might be signed by some child designated by the teacher or by the other children in the room to act for the class.

The Governor of this State may be addressed as follows:

HIS EXCELLENCY, GOVERNOR O. MAX GARDNER,
RALEIGH, NORTH CAROLINA.

If every teacher will do her part the philosophy underlying the idea of the live-at-home program can be widely disseminated among the people of North Carolina. I hope no teacher will fail to respond.

A list of State prizes are given elsewhere in this bulletin.

We are very grateful to the State Department of Agriculture, to State College and to the supervisors in Wake County and in the City of Raleigh for the assistance which they have rendered to the Division of Vocational Education and to the other members of this department in the preparation of this bulletin.

A. T. Allen

State Superintendent of Public Instruction.

GOVERNOR GARDNER'S MESSAGE TO THE SCHOOL CHILDREN OF NORTH CAROLINA

The idea in the phrase "live-at-home," as it is being applied to agriculture in North Carolina today, is not a new or original idea. The fact that it is not new, however, is unimportant. Few of our ideas or our beliefs or our programs are new. Our "new" ideas are usually old notions adapted to new problems.

Agriculture—farming—in this State is faced today with many exceedingly difficult problems. Out of the thinking and planning and speaking about these problems by the leaders of the State, the phrase "live-at-home" was coined. "Live-at-home" is an apt, short, suggestive name that has been applied to an idea which, if understood and conscientiously followed by the farmers, should have a powerful effect in changing the center of emphasis of agriculture in North Carolina and in bringing a larger and more permanent prosperity to the farmers.

The Meaning of Live-At-Home

The live-at-home program has for its main purpose the encouraging of all of us engaged in farming to grow for ourselves and to supply ourselves with all the food and feedstuffs and livestock products necessary for family and farm consumption the year round. It would also encourage us to grow enough surplus to supply the small towns and the cities which are our logical markets; and it would encourage the city folk of this State to give a preference to the North Carolina farmer in their purchase of the supplies which he grows.

North Carolina Agriculture and Industry Compared

North Carolina is in many respects an important agricultural state. While the greater part of its wealth is at present invested in industrial enterprises, and while industry produces annually something like three times as much gross income as does agriculture, approximately fifty per cent of the people of this State are still dependent on agriculture for their living: There is invested in North Carolina industries more than one billion dollars. The value of the products manufactured annually is one billion two hundred fifty million dollars. The value placed on the *land* in North Carolina for taxation, that is, the country or agricultural property, is \$935,000,000. The annual value of our agricultural output is nearly 400 million dollars. In other words, the investment in industry and in agriculture is about the same, but the gross value of the annual output of industry is approximately three times that of agriculture. Studies made by the Tax Commission* and others indicate that the net profit or net income from farming—that is, income or profit after payment of all expenses of production and selling—is also smaller than the net income from other industries. In other words, those engaged in agriculture in North Carolina—which includes the farm tenant, the owner-operator farmer, the land-

*Report of the Tax Commission of North Carolina, 1928, Chapter I, The Taxation of Agriculture, page 47 ff.

lord who farms with tenants, the absentee landlord who lives in the city and farms over long-distance, the time merchant who furnishes the farmer with supplies and credit for producing his crops, and oftentimes the banker who furnishes the capital for the whole community—are, on the whole, engaged in one of the least prosperous industries in the State. There has been little profit made by the farmers in many sections of the State this year. In fact, in the east, that is, the Coastal Plain region, it has been represented that this winter there is actual want among some tenant farmers and croppers. While the east itself has refuted this assertion, it is nevertheless true that agriculture in 1929 was engaged in without profit in some sections and by many individual farmers.

Agriculture Not Prosperous in the Nation

What is the cause of this? Of course, the school children of the State know that the condition of agriculture today presents a serious problem throughout the nation. In general, agriculture of late years has not been prosperous. In the great Middle West, on the Pacific coast, and in the South, which are the principal farming sections of the nation, the farmers, speaking broadly, have not made money. The problem of increasing the prosperity of agriculture is by many thought to be the biggest problem confronting the Federal government today. Last year Congress created the Federal Farm Board, an organization set up to aid President Hoover's administration and the United States Department of Agriculture in stimulating agricultural prosperity throughout the nation. This board will have \$500,000,000 to be lent to the farmers and to be used in the marketing of farm products so as to increase the profits from agriculture to the farmers.

Why Agriculture is Not Prosperous in North Carolina

The agricultural problem is certainly a serious one in this State. It is receiving the most careful thought of the present State administration. In my opinion, one reason why agriculture in North Carolina is not returning a satisfactory profit is that our farmers devote practically all their time to the growing of crops, to the exclusion of growing livestock and livestock products. Our farmers not only put their main reliance in crops; they put most of their work and sink most of their annual investment in growing *crops for sale*—cash crops. Out of the total annual agricultural output of nearly \$400,000,000, something like \$325,000,000 is derived from crops; \$75,000,000, or less, from livestock and livestock products. Stated differently, the average annual crop value per farm during the past five years, 1924 to 1928, is \$1,034, and the annual livestock production is only \$276 per farm.

The extent to which our complete dependence is put upon our two principal cash crops, tobacco and cotton, is borne in upon us by the fact that they combined represent some two-thirds of the value of the total crops grown in the State. The average value of the tobacco crop is approximately \$100,000,000 per year, and of the cotton crop \$90,000,000.

The live-at-home idea would supplement these cash crops with more consumption of food-and-feed crops; and it would supplement crop farming itself with a larger amount of livestock and livestock products. The reason why such change is so important to the State is that recently the margin

of profit for the tobacco and cotton crops in North Carolina has been so small that increased reliance upon these crops for a livelihood is likely to result in having to grow them at even a still smaller margin of profit or at an actual loss.

North Carolina farmers, particularly eastern North Carolina farmers, in recent years have gambled with and have been cleaned up by, two foreign elements—the boll weevil and the South Georgia farmer. North Carolina is on the northern fringe of the region in which cotton growing can be engaged in at a profit. Our farmers made a fairly satisfactory profit in growing cotton during the years when the boll weevil was devastating successively Mississippi, Alabama, Georgia, and South Carolina. But since the boll weevil has reached North Carolina, our production has fallen off, although our acreage has increased; and in addition to this, the far Southern states have learned how to combat the boll weevil successfully, and are growing cotton at a lower unit cost of production than we.

During the period of the World War, when consumption of tobacco—especially of cigarettes—expanded enormously, many central and eastern North Carolina farmers began to devote more and more acreage to tobacco growing. So energetically was this increase pursued that tobacco came to be the biggest money value crop grown in this State.

During the past six years, the farmers of South Georgia, cleaned up by the boll weevil, have been planting an ever larger acreage annually in tobacco. Last year, they produced, it is estimated, 90 million pounds of flue-cured tobacco, and indications are that this year they will plant enough to produce 125 million pounds. With labor conditions and climate in their favor, they can probably grow tobacco somewhat cheaper than we can in North Carolina. They have become serious competitors of ours.

This increased production outside of the State, together with the increases inside of the State for a number of years, has been piling up an increasing surplus of raw tobacco, with the result that many farmers have been unable to sell their output at a price which would yield a profit.

The Way Out

How are North Carolina farmers and other leaders to meet this situation with respect to our two largest cash crops? In the past, it has been met by an increased production of these two crops. Today, however, a new point of view must be accepted. Out of this has come the live-at-home movement.

At many places throughout the State, I have urged that every farmer, tenant and landlord, plan to plant no more cotton and tobacco in 1930 than he grew in 1929, and that he supplement his cash crops with enough food and feed crops for home and farm use next summer and winter. My idea is that we plan this year to raise at home what we consume at home, so that we shall not have to spend all of the more than \$200,000,000 which it is estimated we annually send out of North Carolina for food and feed-stuffs and livestock products.

North Carolina farmers ought not to have to buy flour, meal, molasses, vegetables, canned fruits, either during the summer or the winter, because the soil of North Carolina is so wonderful in its potential possibilities that our farmers can in most cases produce these goods more cheaply than they can buy them.

Furthermore, every farmer ought to have a sufficient number of cows to furnish all the milk and butter needed throughout the year for home consumption, together with a surplus which can be marketed locally and which in this way will provide a small but steady cash income from week to week throughout the year. In North Carolina at present there is an average of only one milk cow for each ten persons. In the western part of the State, the average is one cow for each five persons; in the Coastal Plain, one cow for each 25 persons. We should set for our goal a minimum of one milk cow for every family in North Carolina. Each farmer ought to raise enough hogs to supply his own requirements for pork throughout the year. He ought also to raise enough chickens to supply home needs and to sell a reasonable surplus to the local markets.

Of course, intelligent farmers will want, in so far as possible, pure-bred cows and hogs and other livestock. It costs no more to feed and grow thoroughbreds than scrubs. Every experiment conducted by State College and other agencies goes to prove that we cannot afford to have scrubs when we can have thoroughbreds. Insist on improving your livestock.

Why School Children Should Be Interested

I am sure that the question, "why does this problem concern me?" has already occurred to the pupils reading this statement. "The farmers in this community should be interested in the live-at-home program. My parents ought to understand it. But why should I study it?"

In my opinion, it is important that the school children become acquainted with the agricultural conditions and needs of the State; especially should they inform themselves about the conditions existing in their own section and their own local community. One reason why you should understand the importance of the live-at-home program is that you can help secure the good will of your parents and neighbors for this movement through understanding the idea yourselves and through discussing it with your parents and asking questions about it. You can inform many farmers about the meaning of the idea. As a matter of fact, thus far, many of the farmers don't realize the small margin of profit they earn from some of the crops they grow. They don't understand the importance of growing themselves everything that is to be consumed on the farm, including what school children themselves consume.

School children should become interested in this movement and should become informed about it *at once*, because if the live-at-home program is to become as helpful in this State as many of us believe it may, it should be put into effect this year—1930. This means that the farmers must begin right now, in February, to make plans to add some food and feed crops to the cotton and tobacco acreage and, in many cases, to secure a cow and a hog for the family. In some instances, of course, it will be impossible to find or buy a cow before next fall, but plans should be made this spring to grow enough feed on every farm for a cow next winter.

You should know about this program, also, because your own interests are so intimately tied up in it. You know, of course, that if agriculture prospers in your community—if your fathers earn more from their farms—much of their additional earnings will be expended for your own welfare. The live-at-home program means *better living* for the entire State, especially for the children.

School children should understand this program, too, because today the schools and school children pride themselves upon studying and learning to understand the principal movements affecting the life of their community and the entire State. In my opinion, there is no problem or movement of higher importance to the people of North Carolina than is the live-at-home movement for the farmer.

Not only should *country* school children understand the importance of this program; children in *city schools* as well should understand it thoroughly, because we are engaged in building a few great cities in North Carolina, and, in the main, the prosperity of these cities is intimately tied up with prosperity of the agricultural back-country which supports them. We must find out the best ways for the city and the country to be mutually helpful in their relations with each other. You know *trading* usually means *earning* both to those who sell and to those who buy.

School children can help not only in focusing the attention of the farmers of the State on this program *now*, in time to get it included in the farm plans for this year; they can also help in keeping hold of this idea as a continuing program for agricultural prosperity from year to year. If the live-at-home idea is really to be of any worth in increasing the income from farming and in improving the living conditions of our farmers, it must become a continuing part of our whole agricultural scheme from year to year. It must not be conceived of as a fad to be pursued this year and then put away. Of course, you all know that it is much easier to start a movement than to keep it going after the enthusiasm generated in starting it has worn off.

Finally, school children, especially high school boys and girls, can help tremendously in assuring the success of this movement by keeping from the beginning an accurate record of the additional profit the program brings. Farmers are like other people in this respect: they do not like to keep detailed records of costs and receipts. It would give me a great deal of pleasure to be assured that in each family a school boy or girl would be willing to tell his parents that, if they will undertake to coöperate in pushing the live-at-home program on their farm, he will keep an accurate record which will show, at the end of the year, the extent to which such change has been profitable on that farm.

I believe the live-at-home movement promises much for the permanent prosperity of agriculture and the economic independence of farmers in North Carolina; and I have the fullest faith in the will and the ability of the school children to help in assuring its success.

THE LIVE-AT-HOME PROGRAM

North Carolina is a great agricultural state with soils and climate well adapted to the production of most of the food products required by our own people. Yet, it is a fact that instead of producing food and feed crops required, we import annually large quantities of such foods and feeds from other states. Evidently, what is needed is a program which will reveal the nature of this problem and point out how the situation can be remedied. The purpose of this bulletin is to explain the live-at-home program, tell you why it is needed at this time and to enlist your efforts in making it a complete success.

Your part is an important one. You are to be the active leaders in molding the thought of the State on this problem. It is necessary for you to become familiar with the nature of the problems involved, to suggest what you believe should be done in your locality, and to enlist others in the movement to the end that the action may be taken and the object of the program realized.

The objectives of the live-at-home program are simple enough:

1. It is necessary to get farmers interested in producing more of their food and feed supplies instead of buying them, or perhaps doing without them.

2. To produce food and feed products for the local market when this can be done economically.

3. To get city people interested in buying North Carolina farm products.

There is no reason to suppose that, in the majority of instances, farmers cannot produce all of their feed crops and a large part of their food supplies. If farmers could be induced to produce their own feed and food supplies, it would mean a saving to the State estimated at from 150 to 200 millions of dollars annually. If the money expended for the purchase of out-of-State products should be kept in the State, it could be used to build up substantial savings accounts, develop a better standard of living on the farm, and for other purposes which would promote the welfare of the State.

A live-at-home program should become a permanent feature of our agriculture. However, this year it is needed very much. This State, in common with many other states in the Union, is suffering from a protracted agricultural depression accompanied by a business depression. The outlook for agriculture in 1930 is not bright. There is evidence that cotton and tobacco and other major cash crops may not be as profitable in 1930 as in 1929. This means that the farmer should do everything he can to produce his feed and food crops. If each farmer would do his share in this program, the millions of dollars, mentioned above, would be saved to help eliminate the distress conditions which always accompany agricultural and business depressions.

It should be emphasized that this program means much more than saving 150 to 200 million dollars spent in the purchase of food and feed crops. If the farmers can be induced to adopt a live-at-home program, it will aid materially in developing a balanced system of farming. An increase in the food and feed crops must of necessity be accompanied by a cut in the acreage of cash crops, such as cotton and tobacco, and the production of more livestock, livestock products and poultry.

A balanced system of farming which would result from this live-at-home program will tend to stabilize the income from farming and provide a more uniform flow of money throughout the year. It will reduce the uncertainty associated with cash crop farming and utilize labor and other resources to a better advantage than can possibly be done in a one crop or cash crop system.

It means the promotion of the health of the family through the use of a greater variety of food on the family table because these foods are available. It will prevent those diseases which are caused by a lack of animal products and garden produce. It will provide not only the necessities of life but comforts and even luxuries. In short, it will mean a more prosperous agriculture.

It should be emphasized at this point that the life of the community, business and social, depends upon a prosperous agricultural class. Prosperous agriculture means business for the banker, more money for the purchase of goods that cannot be produced on the farm, and hence better business for the merchant. It means that better schools, roads, and churches and all of those things which add to an abundant life in the rural community can be provided.

It thus happens that the city is vitally dependent upon farming. It needs to be pointed out, however, that in buying North Carolina products, our citizens not only add to the prosperity of agriculture and to their own prosperity, but that this is done with no additional cost to them. It will not cost the city dweller one penny more for North Carolina products than for the purchase of products from other states. Nor will this purchase of North Carolina products in any way interfere with inter-state trade. In fact it will tend to increase inter-state trade, because by this program farmers will tend to have more money to buy goods which this State cannot and does not produce.

How can such a program be put into operation? Obviously, it involves arousing interest in the program to the point where people most concerned will act. This bulletin suggests how this can be done.

NORTH CAROLINA, 1925
COST FOOD PURCHASED OUTSIDE THE STATE BY CITY
POPULATION BASED ON FARM VALUES

Corn.....	1,121,348	Bu.	@	\$ 1.10	Bu.	\$ 1,233,482
Wheat.....	4,000,000	"		1.71	"	6,840,000
I. Potatoes.....	537,600	"		1.80	"	967,680
S. Potatoes.....	2,239,597	"		1.20	"	2,687,516
Beef*.....	131,565	Head		30.00	Head	3,946,950
Veal†.....	109,209	"		30.00	"	3,276,270
Mutton and Lamb.....	174,052	"		6.20	"	1,079,122
Pork.....	522,773	"		20.00	"	10,455,460
Milk.....	157,147,420	Gals.		.35	Gal.	55,001,497
Poultry.....	7,000,000	Fowls		.65	Each	4,550,000
Eggs.....	22,000,000	Doz.		.28	Doz.	6,160,000
Total.....						\$96,197,977

NOTE: * and †—Average value of all beef cattle and veals is \$30 per head.

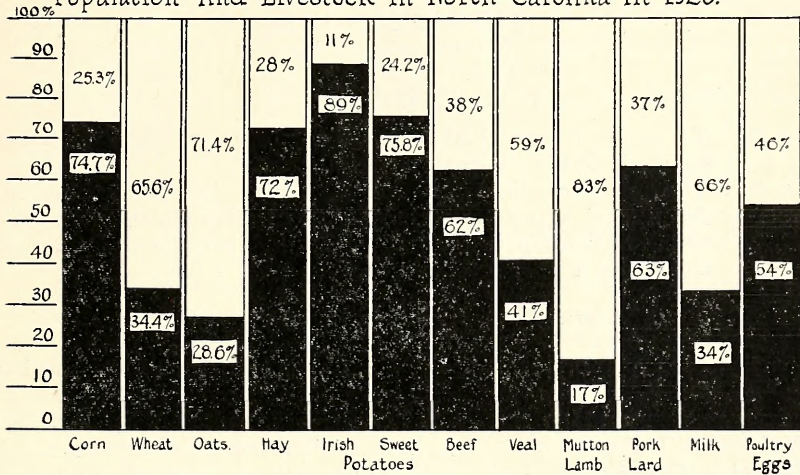
NORTH CAROLINA, 1925
COST OF FOOD AND FEED PURCHASED OUTSIDE OF
STATE BY ALL FARM POPULATION

Corn.....	12,554,000	Bu.	@	\$ 1.10	Bu.	\$13,809,400
Wheat.....	4,128,426	"		1.71	"	7,059,608
Oats.....	12,255,241	"		.76	"	9,313,983
Hay.....	500,000	Tons		20.00	Ton	10,000,000
Veal.....	24,399	Head		30.00	Head	731,970
Mutton and Lamb.....	123,448	"		6.20	"	765,377
Milk.....	58,000,000	Gals.		.35	Gal.	20,300,000
Total.....						\$61,980,293
Total spent—City population.....						\$ 96,197,977
Total spent—Farm population.....						61,980,293
Total.....						\$158,178,270

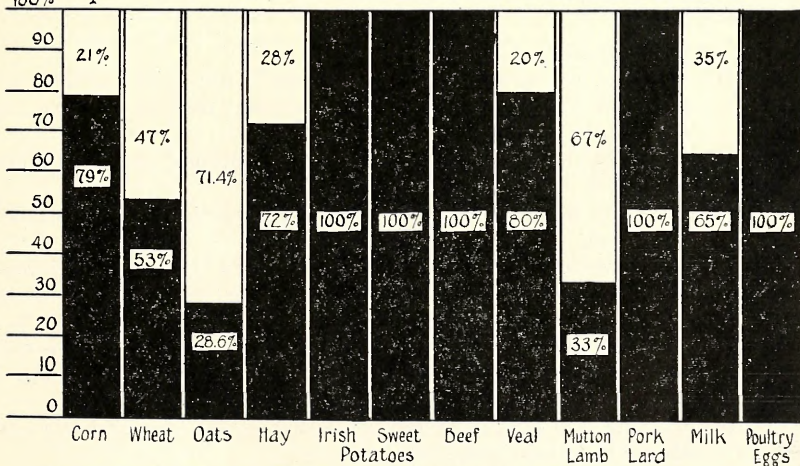
TOTAL FARM VALUE OF FOOD AND FEED PRODUCED AND
CONSUMED BY ALL FARM AND CITY POPULATION
IN NORTH CAROLINA
1925

Corn.....	44,400,000	Bu.	@	\$ 1.10	Bu.	\$ 48,840,000
Wheat.....	4,466,000	"		1.71	"	7,637,000
Rye.....	920,000	"		1.57	"	1,444,000
Barley.....	230,000	"		1.20	"	276,000
Oats.....	4,902,000	"		.76	"	3,726,000
I. Potatoes.....	4,524,000	"		1.80	"	8,143,000
S. Potatoes.....	7,040,000	"		1.20	"	8,448,000
Beef and Veal.....	305,155	Head		30.00	Head	9,154,650
Mutton and Lamb.....	60,929	"		6.20	"	377,760
Pork and Lard.....	871,787	"		20.00	"	17,435,740
Milk.....	108,151,634	Gals.		.35	Gal.	37,853,071
Poultry.....	8,558,145	Fowls		.65	Each	5,562,784
Eggs.....	25,587,169	Doz.		.28	Doz.	7,164,407
Hay.....	1,309,077	Tons		20.00	Ton	26,181,540
Total.....						\$182,243,952
Cost of food purchased outside of State by city population based on farm values.....						\$ 96,197,977
Cost of food and feed purchased outside the State by all farm population.....						61,980,293
Total farm value of food and feed produced and consumed by farm and city population is.....						182,243,952
Total.....						\$340,422,222

Graph I. Consumption Of Food And Feed By All City And Farm Population And Livestock In North Carolina In 1925.



Graph II. Consumption Of Food And Feed By All Farm Population And Livestock In North Carolina In 1925.



Legend For Both Graphs = Amount Produced = Shortage 1925
 100% Equals Amount Of Product Required For N.C Population And feed For All Livestock.

CHART I. Shows North Carolina's food and feed shortage during 1925. In no instance do North Carolina farmers produce a sufficient amount of any food or feed products to supply both city and farm population.

CHART II. Shows what the 1925 farm population of North Carolina lacks of producing its entire food and livestock feed needs. North Carolina farmers purchased from out of the State during 1925, corn, wheat, oats, hay, and livestock products.—Data for Charts I and II furnished by North Carolina State College Extension Service.

**SUGGESTIONS FOR THE OBSERVANCE OF
LIVE-AT-HOME WEEK IN THE
PUBLIC SCHOOLS**

PURPOSES

- (1). To acquaint each child in the elementary and high school with Governor Gardner's live-at-home program.
- (2). To bring home to him the real significance of the keeping of a family cow, a few hens, some pigs, and maintaining a garden in their relationship to the welfare of the family and of the community as a whole.

SUGGESTED WEEKLY PROGRAM

Monday, February 10.....	The Importance of Daily Food for the Family.
Tuesday, February 11.....	The Importance of the Cow.
Wednesday, February 12.....	The Importance of Poultry.
Thursday, February 13.....	The Importance of the Hog.
Friday, February 14.....	The Importance of the Garden.

SUGGESTED ACTIVITIES

I. Grades I-IV:

Such dairy and other farm activities as:

- (1) Visiting, reproducing or participating in a complete unit of any phase of work such as churning, milking, feeding, canning, the dairy project, etc.
- (2) Providing home-grown products for and preparing a good school lunch.
- (3) Bringing milk for mid-morning lunch, especially for the under-nourished.
- (4) Planning for and initiating individual and classroom projects—keeping a garden, pigeons, bees, chickens, rabbits, etc.—necessary protection and care, necessary food, profits.
- (5) Planting and planning a hotbed by school or grade with a view to supplying certain plants to the members of the class and to the community.
- (6) Cooking and preparing hot lunch dishes with a milk basis—hot chocolate, cream soups, etc.
- (7) Clothing a doll—providing a suitable cotton wardrobe.
- (8) Entertaining parents—presenting results of the studies made.
- (9) Reading simple stories and poems about farm life.
- (10) Learning songs and listening to music about farm life.

II. Grades V-VII, and High School (8-11):

- (1) Any of the above on more extensive or intensive scale.
- (2) Live-at-home luncheon for a School Visiting Day.
- (3) Grafting fruit trees demonstration followed by setting out trees and vines—apple, peach, pear, grape, strawberry, dewberry, etc.

- (4) Study of agricultural projects—peach growing, strawberry culture, trucking, etc.
- (5) Study of seeds used for foods—peas, beans, nuts, etc.
- (6) Visiting agricultural experimental stations in the locality.
- (7) Collecting material for exhibit and filing.
- (8) Making posters, original drawings, booklets, etc, related to any of above:
 - a. Showing health value.
 - b. Showing financial significance.
 - c. Showing artistic phases.

Note: Show in graphs and maps food producing and consuming amounts and areas.

- (9) Making collections of poetry, stories, etc., related to farm life.
- (10) Composing original poems, stories, plays about farm life for their own satisfaction and for reading information and talks to lower grades.
- (11) Answering such problems as:
 - a. Can North Carolina live at home? Could and should she help other states?
 - b. How does the State government help toward realization of a live-at-home program? The Federal?
 - c. Is a live-at-home program desirable?

(Study work of Department of Conservation, Department of Agriculture, N. C. State College, Farm and Home Agents, Teachers of Agriculture and Home Economics.)

- (12) Talking and writing on such topics as:
 - a. How we (or I) have observed live-at-home week.
 - b. Our (or my) program for live-at-home year.
 - c. The country girl's (or boy's) road to independence.
 - d. How to have a live-at-home party or dinner.
 - e. Life history of individual projects, such as "The Story of My Pig," etc.
 - f. Food budgeting for the family.
 - g. What a _____ grader can do to promote a live-at-home program.
 - h. A progressive farm program for _____ community based on agricultural conditions in county and State.
 - i. Enemies of the farmer.
 - j. North Carolina the beautiful.
 - k. How _____ can dispose of a surplus production of foodstuffs.
 - l. My county—a county of opportunity.
- (13) Planning and executing plays conveying such ideas as:
 - a. Social climbers (vegetables and animals not commonly grown or not in popular favor meet to put their merits before the public).
 - b. Investing in stock and barns (various farm animals and fowls present financial and social reasons for their inclusion in the farm program. Cast of characters should include up-to-date alert farmer and wife; a careless, indif-

- ferent one; health officers and nurses; several retail men such as the butcher, groceryman, etc.).
- c. Festival of planting and growing.
 - d. North Carolina's Thanksgiving dinner.
(Present a drama in which the different items on menu are personified, showing that an inexpensive, wholesome and attractive meal can be prepared independent of the city market.)
 - e. Counting North Carolina's (or those of community) blessings. (Special reasons why we can and should live at home.)
 - f. North Carolina's highways to live-at-home (home-grown food and feed, good roads and good schools).
- (14) Planning practical wool and cotton wardrobes.
(15) Writing letters to Governor Gardner giving results of the week.

III. Activities for the school as a whole:

- a. Hold North Carolina agricultural fair.
- b. Entertain at special classroom and assembly programs.
- c. Have a get-together community live-at-home dinner at school.
- d. Write special news articles in local and school newspapers.
- e. Invite special speakers to confer on particular problems and lecture on the general aspects of the subject.

IV. Materials:

Radio program (WPTF, Raleigh, N. C., daily—See program in this bulletin).

Articles printed in this bulletin.

Daily papers, farm journals, magazines, slides and films.

List of References and Bibliography:

Bulletins—Agricultural North Carolina; State Department of Agriculture, Raleigh. Pecan Culture in North Carolina; State Department of Agriculture, Raleigh. Horticultural North Carolina; State Department of Agriculture, Raleigh.

Bi-monthly publication—Agricultural Review; State Department of Agriculture, Raleigh.

Quarterly publication—Farm Forecaster; Crop Reporting Service, State Department of Agriculture, Raleigh.

Bulletin—Resources and Industries of North Carolina (price .50); Department of Conservation and Development, Raleigh.

Weekly publication—University News Letter; University of North Carolina, Chapel Hill.

Research Bulletin No. 1—Profitable Farm Organizations for the Coastal Plains of North Carolina; Department of Agricultural Economics, N. C. State College, Raleigh.

Experimental Station Bulletin No. 252—Profitable Farm Combinations; Department of Agricultural Economics, N. C. State College, Raleigh.

Experimental Station Bulletin No. 260—Systems of Livestock Farming for the Mountains of North Carolina; Department of Agricultural Economics, N. C. State College, Raleigh.

Bulletins on American Education Week, November, 1929, on file in your school library or obtain from your county superintendent.

For Farm Bulletins and other technical information, write:

Division of Publications, N. C. State College, State College Station, Raleigh, and United States Department of Agriculture, Washington, D. C.

Note: Above bulletins free to libraries.

Agricultural Program for North Carolina—Circular No. 175, N. C. Extension Service, Raleigh, N. C. (available for libraries only).

Radio Program For Live-At-Home Week

Each morning from 9:00 to 9:10 A. M., Monday to Friday, inclusive, there will be a live-at-home radio program from Station WPTF in Raleigh. It is suggested that a radio set be placed in the school auditorium and that the student body assemble each day to listen to the radio talks. It is suggested that immediately following this radio program a local live-at-home chapel program be given. It is hoped that in addition to the student body parents will attend these chapel periods.

RADIO PROGRAM—STATION WPTF, RALEIGH

- Monday 9:00-9:10 A.M.—Governor O. Max Gardner.
2:00-2:10 P.M.—A live-at-home message from the Department of Agriculture over Station WPTF.
- Tuesday 9:00-9:10 A.M.—Dr. A. T. Allen, State Superintendent of Public Instruction.
- Wednesday 9:00-9:10 A.M.—T. E. Browne, Director of Vocational Education.
- Thursday 9:00-9:10 A.M.—Dr. J. Henry Highsmith, Director of the Division of School Inspection.
- Friday 9:00-9:10 A.M.—Miss Rebecca F. Cushing, Supervisor of Home Economics Education.

INFORMATION FOR TEACHERS AND STUDENTS

A Live-At-Home Program For Each North Carolina Farm

Each high school pupil should make a detailed live-at-home program for his home farm, using the following questions as a guide:

1. What food and feed crops are being produced on your farm?
2. What food and feed crops produced on your farm are being consumed on your farm?
3. What crops are being produced that are not being consumed on your farm?
4. What foods and feeds are purchased yearly on your farm?
5. Describe in detail what foods and feeds should be produced to carry out a live-at-home program on your farm? Your community?
 - (a) How many bushels or pounds of the above crops should be produced to feed your family? Your community?
 - (b) How much meat, poultry, eggs and dairy products should be produced to feed your family? Your community?
 - (c) Give the number of acres of crops needed to supply crop foods for your family? Your community? Feeds for your livestock on your farm? In your community?
 - (d) Give the number and kind of animals necessary to supply your family's food on your farm? Your community?
6. Contrast the production needs of your farm with what is actually being produced?
7. Can the food and feed shortage on your farm be produced? If so, state the advantages of the growing of these food and feed crops?

DAILY FOOD FOR THE FAMILY

I. Selection:

If the following foods are included in each person's diet, the needs of the body will be met and a foundation for health will be laid:

Milk— $\frac{1}{2}$ to 1 quart daily for drinking or used in cookery.

Vegetables—3 servings daily consisting of a leafy vegetable, such as turnip salad, collards, etc.; a starchy vegetable, such as potatoes, turnips, and one other vegetable, such as beets.

Fruits—2 servings daily, a raw fruit, a raw vegetable or canned tomatoes.

Eggs—1 daily.

Meat (lean)—1 serving daily (beef, mutton, pork, fish or poultry).

Breakfast cereals—At least 1 serving daily from whole grain (oatmeal, wheat, hominy, etc.).

Bread—At least 2 servings daily, consisting of wheat flour, cornmeal, or rye flour.

Fats—At least 2 level tablespoons of butter daily in addition to other fats in food.

Sweets—At least 1 serving daily (desirable sweets are molasses, honey, preserves, jelly, desserts, etc.).

Water—6 to 8 glasses daily.

II. Preparation:

Foods must be prepared to preserve their nutritive value, to give variety and to tempt the appetite.

III. Service:

Convenient, orderly and attractive table service and courtesies should be taught.

IV. Food Facts:

VEGETABLES deserve our attention because they are:

1. Valuable as laxatives due to the cellulose or woody fiber that they contain.

2. Important sources of minerals, as iron, phosphorous and calcium (lime). Minerals occur in all body tissue and fluids. Bones and teeth are the most evident examples of the use of phosphorous and calcium. Iron is a well-known constituent of red blood corpuscles.

3. Important sources of vitamins A, B, and C.

The growth promoting substance, vitamin A, is found in tomatoes and green leafy vegetables. Vitamin B, known as the substance which prevents certain nerve diseases is important because it aids normal nutrition, stimulates the appetite and assists in growth. Vitamin C, the scurvy preventive, is in the active growing parts of plants. Because it is destroyed by cooking, those vegetables that are eaten raw are important as a source of vitamin C.

Spinach is our richest source of vegetable iron. It also contains vitamin A. Mustard greens and collards are similar in food value. *Tomatoes* are rich in the three vitamins. They are outstanding as a source of vitamin C, and retain this vitamin when cooked or canned. *Cabbage* is fairly rich in all three vitamins and contains abundant minerals. Because of its cheapness and availability throughout the year it is worthy of further attention. *Carrots* are a cheap source of minerals and vitamins A and B. *White potatoes* are a good source of vitamins B and C, and of calcium, phosphorous and iron but they should not be used to the exclusion of other vegetables. *Sweet potatoes* have a higher vitamin A content and furnish a greater amount of energy than the white potato. *Corn* is valuable for its vitamin, mineral and starch content, whether used as a vegetable or as corn bread. *Onions* are important because of their mineral and vitamin content, serving to flavor and make palatable other foods.

FRUIT is one of the few foods that should be included all of the time in the daily food for the family.

1. Fruits tempt the appetite with their appearance, fragrance and flavor.

2. Fruits contain roughage and acids which give a laxative property.

3. Fruits are sources of fuel for energy.

4. All fruits contain some minerals.

5. Fruits are excellent sources of vitamin C, good sources of vitamin B, and except for the orange poor sources of vitamin A.

6. Fruits are not expensive as is often supposed but provide an economical health insurance.

Apples, peaches, pears, berries, grapes and melons are plentiful in North Carolina and should be served in some form (fresh, dried or canned) daily. Every farm family should can 57 pints of a variety of vegetables and 47 pints of a variety of fruits for each person.

CEREAL FOODS are important chiefly for the energy they produce although they supply some body-building substances. Whole-grain cereals provide vitamin B, iron, phosphorous and cellulose. They are inexpensive. Their cost is low and their energy value high.

MILK, LEAN MEAT, EGGS AND FISH belong to the group of foods known as proteins. Proteins build up the body and make it grow. Milk is not only a source of protein but it is the most valuable food for providing calcium and phosphorous used in bone and teeth building. It is a potent source of vitamin A. It also contains the other body necessities, thus making it the most nearly perfect food. No food can take the place of milk. Eggs give us iron, phosphorous and vitamin A and are valuable body builders.

FATS AND FATTY FOODS are butter, cream, cheese, lard, bacon, nuts, oils and fat of meats. Cream and butter provide vitamin A. Some fats such as cream or oil act as a laxative. Fats are a cheap source of fuel but not so cheap as cereals and they lack most other food stuffs. They do add a richness and flavor to our food.

SUGARS AND OTHER SWEETS such as molasses, syrups, honey, preserves, jellies, jams and marmalades are fuel foods only. Because they lack vitamins, minerals and proteins they are not essential as other foods. Sweets dull the appetite and are harmful to the digestive tract when eaten in excessive amounts. They are a good source of energy and are valuable in the diet and should be used daily provided they do not replace other foods.

V. Questions:

1. Considering the nutritive needs of the family outlined above, can the farm produce a sufficient variety of foods to serve these needs?
2. Why is it necessary to include milk, eggs and lean meat in the diet?
3. What is the most valuable bone and tooth builder?
4. What do vegetables and fruit do to promote health?
5. What economic and health values are provided by cereals?
6. What does butter do for the promotion of health, and why is too much grease harmful?
7. What forms of sweets are best for the body and why are they necessary?
8. Do you have each one of the above mentioned foods daily and in sufficient quantity?
9. Does North Carolina produce an adequate amount for her people?
10. Analyze your own meals and ask yourself if you have all of these daily and if you do not how can you secure them?

Reference: Extension Circular No. 162—Food Selection and Preparation, N. C. State College, Raleigh. (Copies are available for school libraries but not for individuals.)

VI. Menus:

The menus listed below have been served at "LIVE-AT-HOME DINNERS" in North Carolina. Of course, the Governor's LIVE-AT-HOME DINNER is elaborate because the foods came from the mountains to the sea, but every community can provide an excellent meal from its gardens, orchards, grains, dairies, poultry and other live stock.

LIVE-AT-HOME DINNER
EXECUTIVE MANSION
RALEIGH

COLD PRESSED SCUPPERNONG JUICE		
COCKTAIL		
OYSTER		SHRIMP
	SPLENDID SAUCE	
	PICKLES	
ROAST MOUNTAIN TURKEY		CRAB APPLE JELLY
COUNTRY HAM		BAKED YAMS
TURNIP SALAD		SAUERKRAUT
	CORN PONE	
	SALAD	
POTATO AND CELERY ON LETTUCE		TOMATO ASPIC
	CHEESE	
HOT ROLLS		BUTTER
	BEVERAGES	
SWEET MILK		BUTTERMILK
	DESSERTS	
ICE CREAM WITH SANDHILL PEACH CONSERVE		CAKE
	CONFECTIONS	
FRUIT AND NUT BONBONS		MUSCADINE GRAPE CANDY
	SORGHUM AND PEANUT CANDY	
	FRUIT AND NUTS	
SALTED PEANUTS		SALTED PECANS
	APPLES	

A HOME PRODUCTS LUNCHEON
KIWANIS CLUB
ROCKY MOUNT, N. C.

Menu

CANTALOUPEs

Mrs. Will Rhodes, Rt. 2, Elm City
Nash County champion melon raiser.

MEATS

FRIED CHICKEN
W. J. Simmons, Rt. 4, City
A 70-year-old raiser of barred rocks.

HAM
F. V. Avent, Rt. 5, Whitakers, N. C.
His wife cures hams that have made him famous.

VEGETABLES

CORN-ON-COB
Sidney Shearin, Rt. 3, City
\$75 worth of corn off half an acre—and another crop growing.

TURNIP SALAD
Miss Agnes Parker, Rt. 4, City.
Unable to supply the demand for her choice salad.

BOILED POTATOES
J. M. Pierce, Rt. 4, City
Lives at home and raises champion potatoes.

BREADS

CORN STICKS
L. G. Edwards, Rt. 2, City
He sells over 8,700 pounds of meal here every year.

HOT BISCUITS
Nash County wheat ground at Webb's Mill, Spring Hope.

LIVE-AT-HOME WEEK IN THE

BUTTER

Mrs. J. M. Tharrington, Rt. 3, City
The butter that can be depended upon.

SALADS

SLICED TOMATOES

W. H. Killebrew, Rt. 4, City
His wife raises, his daughter sells and
he attends the meetings.

SWEET PICKLE PEACHES

Mrs. R. C. Tolston, Rt. 5, City
Sweet pickle peaches that are really
famous.

BEVERAGES

BUTTERMILK

Robert Bulluck, Rt. 2, City
Kiwanian Redden Bulluck's
boy—an improvement
on his Dad.

SWEET MILK

Griffin's Dairy, Rt. 3, City
Three hand-raised cows and
one Sunday suit for
three boys.

SWEET CIDER

Ben Brake, Rt. 4, City
A smart wife, wonderful
daughters—a grand family
for such a Dad.

DESSERT

PEACH ICE CREAM

Miss Josephine Williams, Rt. 1, Wilson
A peach of a girl, a peach of a complexion
with a peach of a fellow.

CAKE

Miss Blanche Lawrence, Battleboro, N. C.
The spokesman for the Three Lawrence
Sisters—famous cake-makers.

CREAM

H. L. Brake, Rt. 4, City
Edgecombe County's living apostle of Live-at-Home.

AFTER DINNER MINTS

Miss Nonie Pierce, Rt. 4, City
A famous 4-H Club girl of Edgecombe County.

HOME GARDEN PRODUCTS DINNER

ROWAN COUNTY

FRUIT COCKTAIL

BAKED CHICKEN WITH DRESSING

PICKLES

GRAPE JELLY

SPINACH GARNISHED WITH EGG

CREAMED CARROTS

HOT ROLLS

CABBAGE-APPLE SALAD

CHERRY PIE A LA MODE

COFFEE

SUGGESTED SPRING MENU

FOR

LIVE-AT-HOME DINNER

STRAWBERRIES WITH POWDERED SUGAR

OR

SPRING CHICKEN
Apple Jelly

SPRING LAMB
Mint Jelly

TURNIP GREENS AND EGGS

FRESH GARDEN PEAS

NEW IRISH POTATOES

COLE SLAW WITH SPRING ONIONS

HOT ROLLS

BUTTER

CORN STICKS

FRUIT PIE WITH WHIPPED CREAM

SWEET MILK

BUTTER MILK

A FAMILY COW FOR EACH FARM

Science has proved that people who drink freely of milk grow larger both physically and mentally than those deprived of this necessary food. Notwithstanding, we find that fully one-third of the school children of America are now underweight and backward in school. Of these cases, 97% could be cured if each boy and girl would drink a quart of milk daily.

The physical condition and mental state of all the children in the eighth grade in one of America's largest cities were recently studied, and it was found that those children who had been accustomed to drinking milk averaged two years younger than the group in the same grade who were being deprived of milk during their growing years. Such a condition exists in the country even more than in the cities.

In North Carolina there are far too many farms on which there is not a single cow. The children on many of these farms are sickly and underweight. Every farmer in North Carolina owes it to his family to have at least one cow to furnish his children with fresh milk and butter.

Milk is the only food known that contains all the elements that growing children need, namely minerals, protein, energy and vitamins. Thus, there can be no substitute for milk.

If science should discover a new substance which contains all the elements for physical growth and health, and would cause weak children to gain or regain mental stamina—if this were a new substance and made as available and inexpensive as milk, the newspapers of the world would herald it and urge its use, and societies would be formed to see that no family went without it. Milk will do all these things but still many people are deprived of this great food.

Many farmers after buying one cow to supply milk for their family find that they can care for two or three cows and thus have some cream to sell and give them a regular income. These farmers are careful to see that their families get all the milk and butter they need before selling the surplus.

TOO FEW DAIRY COWS

"Although certain counties are making substantial gains in both the number and quality of dairy cows, the State as a whole appears to be witnessing a steady decline in the number of milk cows of milking age. According to the recent issue of the Farm Forecaster there were 275,454 cattle of this type in 1928, compared with 286,996 in 1927 and 292,981 in 1926. Since there are approximately 290,000 farms in the State, there are not enough milk cows to put one on each farm. Of course in a great agricultural state there ought to be an average of far more than one dairy cow per farm. There would not be an excessive number of dairy cows in the State if there were one for each five people. To attain this position the present number would have to be more than doubled. Estimating the 1928 population of the state at 2,868,000 there was one milk cow for each 10.2 people."—P. W. W., *University News Letter*.

Some Questions Your Essay on the Family Cow Should Answer
(For Elementary Grades)

1. Why should you have a family cow?
2. How much milk should you drink a day?
3. What is the effect of milk on health and growth?
4. How many cows in your county? Is this a sufficient number to supply milk for all the people of the county?
5. What should a good cow be fed?
6. How much of her feed can be grown on your farm?
7. How would you take care of a cow?

Some Questions Your Essay on the Family Cow Should Answer
(For High School Students)

1. Why should you have a family cow?
2. Of what value is milk as a food?
3. Of what value is milk for health?
4. How much milk should a person drink a year?
5. How many people in your county for each cow in the county?
6. How many cows are needed in the county to furnish enough milk for the entire population?
7. What kinds of feeds should a cow be given?
8. How much of each kind of feed should she be given?
9. How much of this feed can be grown on your farm?
10. How much land will be required to grow this feed?
11. If you do not have a cow, why?
12. If you do not have a family cow where do you get your milk and butter?

POULTRY SHOULD BE KEPT ON EACH FARM

A flock of poultry is needed on every farm because it can be handled economically. During a part of the year the fifty to one hundred hens will forage much of their feed. They consume bugs and worms injurious to crops and orchards and consume waste from the family table, the farm cow and horse lot.

Each person should eat one to two eggs a day because eggs are a desirable food for a growing child, a convalescent and a working man or woman. They build up the body and furnish proper amounts of many food nutrients needed by the body. This means that each person on every North Carolina farm should eat in a year about two cases of eggs, each case containing thirty dozens.

Twenty-five to fifty pounds of poultry should be consumed per person on each farm.

Find out from the Table of Miscellaneous Farm Information elsewhere in this bulletin how many laying hens there are in your county. These hens should each average more than 100 eggs a year. Find out how many people there are in your county. If each hen lays 100 eggs and each person consumes an average of 500 eggs it would mean that there should be five hens to each person to supply home needs. More hens should be kept on the farm to have a surplus to sell.

Pullets must be raised each year to replace about one-half of the hens. You will need five eggs for setting for each pullet in the pen in the fall. If the farm flock is kept at 100 hens this means 250 eggs should be set. To do this with hens would require 16 sitting hens. If the family consumes 200 pounds of poultry on the table 25 hens and 50 fryers will supply this amount.

The poultry flock must be provided with a comfortable house that can be kept clean. The Poultry Department at State College, through its Experimental section, has worked out the North Carolina type poultry house suitable for North Carolina climate. Your county agent or vocational agriculture teacher will supply you with a blue print when you are ready to build a poultry house.

For fryers to make proper growth, pullets to properly develop and hens to lay, a mash must be kept before them at all times. Grain must be fed in addition. A part of this feed such as corn, oats, wheat and barley can be grown on the farm.

References: The following bulletins are available for libraries only:

Ext. Cir. 154—Common Diseases of Poultry.

Ext. Cir. 155—Natural and Artificial Incubation and Brooding.

Ext. Cir. 156—How to Cull Poultry.

Ext. Cir. 165—Parasites of Poultry.

Ext. Cir. 161—North Carolina Poultry Houses.

Write to N. C. Poultry Department, State College Station, Raleigh.

Some Questions Your Essay on Poultry Should Answer

(For Elementary Grades)

1. How many hens do you have at home?
2. How many eggs do you get each day?
3. What do you feed your hens?
4. What grains should you feed to poultry and how much of each?
5. What feeds should be in a poultry mash? When and how should it be fed? (Ask the teacher of agriculture or county agent.)
6. Do you have a good house for your hens?
7. Do you know of anyone who does not have a good house and does not feed a good ration but gets lots of eggs?
8. How would you feed and care for young chicks if your mother asked you?

Some Questions Your Essay on Poultry Should Answer

(For High School Students)

1. Why is a flock of poultry needed on every farm?
2. If you do not have poultry on the farm would you eat poultry and eggs?
3. How many eggs should you eat in a year?
4. How many pounds of poultry should you eat in a year?
5. How many laying hens in your county?
6. What is the value of poultry and eggs produced in your county? (Ask county farm or home agent or vocational teacher.)
7. How many hens should be kept on a farm?
8. How should they be housed?

9. How are they housed?
10. What feeds and how much of each is required to feed a flock of one hundred hens a year?
(See Agr. Program for N. C., P. 97, or ask county agent or vocational teacher.)
11. Can feed for poultry be grown on your farm?
12. Do you plan to raise poultry this year?

RAISING HOGS FOR HOME USE

The per capita consumption of pork and lard in the United States in 1928 was 74 pounds of the former and 15 pounds of the latter, or 89 pounds of both. If these two items are bought at an average cost of twenty cents per pound, the annual cost of the 445 pounds of pork and lard for an average family of five would be \$89.00.

Three 200-pound hogs would produce the above items and they can be raised at a cost of \$7.70 per 100 pounds live weight, or \$46.20, a saving of \$42.80. If a brood sow is kept and she raises two litters of six pigs each, and the nine not used at home are fed to a weight of 225 pounds each and sold at ten cents per pound on foot, they will return \$202.50. Of this amount \$46.58 would be profit. Therefore, the difference between buying the pork and lard for an average family at twenty cents per pound or keeping a brood sow, is the difference between paying out \$89.00 for pork and lard or producing them at a saving of \$42.80, to which is added a profit of \$46.58 from the nine pigs sold, making a total combined saving and profit amounting to \$89.38.

No more hogs should be kept than there is ample feed to give them. Under conditions existing on many farms, it would be best to sell the pigs not needed for home use at weaning age; many other farms should not keep a brood sow, as it would be more profitable to buy the two pigs needed, at weaning age—but it is scarcely possible to imagine any farm operated under conditions which would justify the buying of pork and lard.

Some Questions Your Essay on Hogs Should Answer (For Elementary Grades)

1. How many hogs on your home farm?
2. How many hogs in your county?
3. How many people in your county?
4. How many hogs are there for each person in your county?
5. How many hogs would it take to furnish pork for your family for one year?
6. Do you grow enough pork for family needs?
7. What is a good hog feed?
8. Do you grow these feeds on your farm?
9. How would you care for little pigs in cold weather?

Some Questions Your Essay on Hogs Should Answer (For High School Students)

1. How much pork does the average person eat per year?
2. How many hogs per person are there on your home farm? In your county?

3. Is there a surplus or shortage of pork for home use in your county?
How much?
4. What feeds should be used in a good hog ration?
5. How much of each feed should be used?
6. How many of these feeds are grown in sufficient quantity in your county? On your farm?
7. Is there a local market for surplus pork in your county?
8. Do farmers of your community have sufficient equipment for hog raising, such as farrow houses and self feeders?

THE HOME GARDEN

Because of its importance the home garden deserves the careful consideration of the entire family.

Plan for your 1930 garden now because:

1. Vegetables are an essential part of each person's diet.
2. Vegetables are fresher, cheaper, cleaner and more palatable from your own garden.
3. If you do not grow them you will not have them.

Suggested Planting Dates for the Vegetable Garden

<i>Vegetables</i>	<i>Seed for 100 feet of Row</i>	<i>Plants for 100 feet of Row</i>	<i>Time to Plant</i>
Asparagus.....	1 ounce	60 to 80	Feb. or March
Beans (Snap).....	1 pint		Apr. 15 to Aug. 15
Beans (Lima).....	½ to 1 pint		May
Beets.....	2 ounces		Spring crop—Early March Fall crop—Aug. or early Sept.
Cabbage.....	½ ounce	65 to 90	Spring crop—Set plants in Feb. or March Fall crop—Sow seed June or early July
Cantaloupe.....	½ ounce		Apr. 15 to May 15
Carrot.....	1 ounce		March for spring crop August for fall crop
Chard.....	1 ounce	200	March or April
Collard.....	¼ ounce	65 to 100	June, July
Corn (sweet).....	¼ pint		Apr. to Aug. 1
Cucumber.....	½ ounce		April 15 to May 15
Kale.....	½ ounce		Spring crop—Feb. or March Fall crop—Sept. or Oct.
Lettuce.....	½ ounce	125 to 200	Spring crop—Feb. or March Fall crop—Aug. or early Sept.
Mustard.....	1 ounce		Feb.-March—Sept.-Oct.
Okra.....	2 ounces		May
Onion (seed).....	1 ounce		Feb. or March
Onion (sets).....	1 quart		Sept. or Feb.
Peas (garden).....	1 to 2 pints		Feb. and March
Parsnips.....	½ ounce		May or June

Potato (Irish).....	5 to 6 pounds	March and July
Potato (Sweet).....	3 pounds	Bed in April
Pumpkin.....		May
Radish.....	1 ounce	Feb., Mar., Sept., Oct.
Spinach.....	1 ounce	Feb., Mar., Sept., Oct.
Squash.....	½ ounce	May
Tomato.....	½ ounce	<i>Early:</i> Sow seed in hot bed in Feb. or March
Turnip.....		<i>Main Crop:</i> April or May Feb., March, Sept.

Questions Your Essay on Home Gardens Should Answer
(For Elementary Grades)

1. How many vegetables will there be in your home garden this year?
2. What are they?
3. Do vegetables in your daily diet affect your health? How?
4. What vegetables should be grown in the home garden?
5. Do you help with the home garden?
6. How many vegetables do you like to eat? What are they?
7. When do you begin planting the home garden?
8. What five vegetables would you plant in the spring? In the summer? In the fall?

Questions Your Essay on Home Gardens Should Answer
(For High School Students)

1. Why is a home garden desirable?
2. What vegetables should be grown in the home garden?
3. Do you have your garden planned as to where, when and how you will plant the different vegetables and garden crops?
4. Do you have a hot bed?
5. Why should you have a hot bed or cold frame?
6. How could you improve your garden as to variety and production?
7. Do you buy vegetables from the store?
8. Why are vegetables in your diet essential? (Ask home economics teacher.)
9. What is a good garden fertilizer? (Ask the teacher of agriculture or county agent.)
10. Do all farmers in your community have a good home garden?
11. How will you help to stimulate an interest in better home gardens?

MARKETING OF FARM PRODUCTS

The successful cultivation of perishable fruits and vegetables depends on successful marketing. That means that the grower cannot be entirely dependent on distant markets which buy only in car lots. Farmers will diversify when they are assured of a local market for surplus foodstuffs. They cannot afford to diversify before. It is therefore necessary to develop a home market as well as a foreign market. North Carolina has nearly three million people and they should be supplied with home-grown fruits and vegetables. This means curb markets, contracts with stores, peddlers'

routes, and in general a systematic distribution scheme. To establish such a system requires standardization of product, regularity of service, advertising, and fullest coöperation between producers, distributors and consumers. It will also require coöperative storage and transportation facilities, and canneries to absorb seasonal surpluses. Properly organized, North Carolina could feed itself and so far as most products are concerned it would be economically sound to do so.—*University News Letter*.

Some Possible Ways of Disposing of Surplus Food Products

I. ROADSIDE MARKETS IN YOUR LOCALITY.

1. Describe a roadside market of your locality, enumerating:
 - (a). Products sold.
 - (b). Location.
 - (c). Time of operation.
 - (d). Structure of building.
 - (e). Person in charge.
2. How do prices at roadside markets compare with store prices in nearby towns?
3. Prepare a record sheet to be used by a roadside market in recording business operations.
4. Should roadside markets advertise their products? If so, how?
5. Do local merchants oppose roadside markets? What is their argument? Is it sound?
6. If you were a farmer, what consideration would determine whether you would set up a roadside market?

References:

1. "American Produce Markets," by H. E. Erdman, D. C. Heath Co.
2. "Roadside Markets in Maryland"; Maryland Agricultural Experiment Station Bulletin No. 280.

II. COOPERATIVE MARKETING AND A LIVE-AT-HOME POLICY.

1. Does coöperative marketing fit into a live-at-home policy?
2. How can coöperative groups foster a greater consumption of North Carolina products?
3. How can coöperative marketing associations increase production of products consumed in State?
4. What farm products in your locality need coöperative organizations to make production profitable?

References:

For further study see (1) U. S. D. A. Bulletin No. 1106; (2) U. S. D. A. Extension Bulletin No. 115; (3) "Coöperative Marketing," by Herman Steen; (4) "Practical Coöperative Marketing," by McKay and Lane and any books available on coöperative marketing.

III. CURB MARKETS IN YOUR LOCALITY.

1. Definition of a curb market: A curb market is a place in a town where products produced in the locality may be brought for sale. Some curb markets are open at certain hours daily, others once a week, etc.
2. Explain in what ways a curb market would benefit your locality.

3. How should the community proceed to organize a curb market?
4. What factors are essential to successful operation of curb markets?
5. Would local merchants benefit from curb markets in your locality?
6. Describe the operation of a curb market, if there is one in your locality.

LIVE-AT-HOME IN NORTH CAROLINA

There is fun to be had in N. C. as far as she reaches,
 From the beautiful Blue Ridge to her warm sunny beaches.
 The people, they say, who visit her clubs and parks
 Are as happy as bluebirds and larks.
 There is fun, and health too, in her hills
 That will cause you to throw away your doctor's pills.
 Our woods and streams call for hunting and fishing,
 For speckled trout or tender vension, now I bet you're wishing.

Would you be a farmer,
 You'd want no climate warmer,
 You'd want no soil finer,
 Than you'd find in North Carolina.
 What's the reason why?
 She leads in corn and rye
 And the peanut or the pender,
 Her trucking products tender.
 Apples, strawberries, peaches,
 Are as fine as her beaches.

In tobacco she leads the world
 On account of its golden curl.
 That we make the most cigarettes
 Is the cause of our mixed regrets,
 In the east its bright leaf
 Vies with the west's golden sheaf.

Our yellow southern pine
 Is now used for furniture most fine.
 A goodly sprinkling of oak
 Goes to make the desk and wagon spoke.
 Our forests are a glorious sight,
 Unless caught in the fire's flight.

You can still hear sweet bird calls
 By thousands of untouched waterfalls,
 But many turn the wheels
 That make for all sorts of deals.
 Massachusetts, we must confess,
 Can only beat us in making a cotton dress.
 For other things in clothes—
 We lead the world in making hose.
 'Tis true, of minerals we have no great store,
 We lead in mica and talc,
 Did you know that before?
 We ship by rail and hard-surfaced roads,
 Long over these things we have crowed.

And now I whisper the rest of my tale
 For here I tell wherein we fail.
 Every child should have the same chance at school,
 It is just another way of saying the Golden Rule.
 We're proud of our schools, but have you heard
 That North Carolina ranks forty-third?

The moral of my tale is plain, you see,
 And doesn't need to be pointed out by a person like me.
 Raise your own pork and eat less western meat,
 Wear your own cotton gingham so neat.
 Pray, where could you beat our mountain wheat?
 We lead in the production of towels,
 And we have a lot of pure-bred fowls.
 Eat Chadbourn strawberry jam
 And good old North Carolina ham.
 At High Point you can furnish your house
 To satisfy any worthy spouse.
 And do pray agitate our people to educate
 So they will appreciate
 And use the things we have and make.

'Tis plain we've many things to do
 But how can we progress when this is true?
 The Connecticut clock does alarm at the break of day
 To arouse the North Carolinian, they say.
 He seizes his Chicago suspenders
 And Detroit overalls are the next offenders.
 From Boston come his boots
 And from California his canned fruits.
 On a New Hampshire towel his face he dries,
 Indiana grits in Omaha lard he fries.
 And if he is able, he sits down to a Grand Rapids table,
 Bearing Minneapolis biscuit and Kansas City bacon,
 Grabs his Philadelphia hat—a thing that should be forsaken.
 He gives Iowa corn to his Missouri mule
 And harnesses him up to an Indiana tool.
 At night under a New Jersey blanket he is kept warm—
 He is also kept awake by a dog, the only home product on the farm.

NOTE: The above "poem" was written by Winifred Price, one of the students in the Columbus County Teacher Training Department, Whiteville, N. C., as an outgrowth of her study of North Carolina geography. A real poet might question the rhyme and meter but who would question its sentiment?

I AM THE FARMER

I am the provider of all mankind. Upon me every human being constantly depends.

A world itself is builded upon my toil, my products, my honesty.

Because of my industry, America, my country, leads the world. Her prosperity is maintained by me; her great commerce is the work of my good hands; her "balance of trade" springs from the furrows of my farm.

My reaper brings food today; my plow holds promise for tomorrow.

In war I am absolute; in peace I am indispensable—my country's surest defense and constant reliance.

I am the very soul of America, the hope of the race, the balance wheel of civilization.

When I prosper men are happy; when I fail all the world suffers.

I live with nature, walk in the green fields under the golden sunlight, out in the great alone where brain and brawn and toil supply mankind's primary needs. And I try to do my humble part to carry out the great plan of God.

Even the birds are my companions; they greet me with a symphony at the new day's dawn and chum with me till the evening prayer is said.

If it were not for me the treasures of the earth would remain securely naked; the granaries would be useless names; man himself would be doomed speedily to extinction or decay.

Through me is produced the energy that maintains the spark of life. I rise with the early dawn and retire when the "chores" of the world are done.

I am your true friend.

I am the Farmer.

—MONROE ENQUIRER.

FACTS ABOUT NORTH CAROLINA'S AGRICULTURE

MISCELLANEOUS NORTH CAROLINA FARM INFORMATION

County	Population		PRINCIPAL CROPS ORDER OF IMPORTANCE (1928)	Number of Animals—1928			
	Total 1920	Urban % of Total		Sows of Breed- ing Age	Hogs Sold, or Slaughtered	Hens of Laying Age	Milk Cows of Milking Age
Alamance	32,718	18.2	Corn, Wheat, Tobacco, Hay	1,134	8,082	93,297	4,981
Alexander	12,212	.....	Corn, Wheat, Cotton, Hay	322	2,957	39,889	2,002
Alleghany	7,403	.....	Hay, Corn, Rye, Oats	897	4,176	35,163	3,155
Anson	28,334	9.3	Cotton, Corn, Wheat, Oats	752	6,630	74,556	3,025
Ashe	21,001	.....	Hay, Corn, Rye, Oats	853	7,147	69,083	5,868
Avery	10,335	.....	Hay, Corn, Oats, Rye	276	2,509	21,266	1,915
Beaufort	31,024	20.4	Corn, Tobacco, Cotton, Truck	3,207	23,286	76,494	1,350
Bertie	23,993	.....	Peanuts, Corn, Cotton	3,471	21,396	59,736	1,064
Bladen	19,761	.....	Corn, Cotton, Tobacco	2,437	13,706	50,929	1,997
Brunswick	14,876	.....	Corn, Truck, Peanuts	2,100	12,845	26,764	612
Buncombe	64,148	44.4	Corn, Hay, Wheat, Oats	652	6,439	109,833	9,362
Burke	23,297	12.3	Corn, Wheat, Hay, Cotton	494	4,070	76,247	3,240
Cabarrus	33,730	29.4	Cotton, Corn, Wheat, Oats	777	5,854	70,564	3,985
Caldwell	19,984	18.6	Corn, Wheat, Hay	591	3,941	59,673	3,326
Camden	5,382	.....	Corn, Soybeans, Cotton	1,193	7,651	32,186	721
Carteret	15,384	38.5	Corn, Potatoes, Soybeans	890	6,019	20,457	461
Caswell	15,759	.....	Corn, Tobacco, Wheat	468	4,922	63,256	3,005
Catawba	33,839	23.9	Corn, Cotton, Wheat	787	6,015	91,711	4,866
Chatham	23,814	.....	Corn, Cotton, Wheat	1,871	14,169	95,910	4,616
Cherokee	15,242	.....	Corn, Hay, Potatoes	622	4,575	53,542	2,980
Chowan	10,649	26.1	Peanuts, Corn, Cotton	1,502	11,251	22,809	391
Clay	4,646	.....	Corn, Wheat, Hay	619	3,380	25,479	1,504
Cleveland	34,272	18.7	Cotton, Corn, Wheat, Oats	357	6,390	94,723	5,524
Columbus	30,124	.....	Corn, Tobacco, Cotton	2,912	18,001	52,380	1,428
Craven	29,048	42.0	Corn, Tobacco, Cotton	1,881	12,701	38,056	1,394
Cumberland	35,064	25.3	Cotton, Corn, Cowpeas	2,043	8,573	62,192	1,916
Currituck	7,268	.....	Corn, Soybeans, Potatoes	1,569	8,985	28,075	870
Dare	5,115	.....	Corn, Soybeans, Sweet Potatoes	19	129	26	33
Davidson	35,201	31.1	Corn, Wheat, Hay, Tobacco	1,344	12,801	106,222	6,328
Davie	13,578	.....	Corn, Wheat, Cotton	477	4,568	51,470	3,323
Duplin	30,223	.....	Corn, Tobacco, Cotton, Hay	5,590	33,892	75,983	2,370
Durham	42,219	51.4	Corn, Tobacco, Wheat	399	4,159	42,012	3,184
Edgecombe	37,995	28.8	Cotton, Corn, Tobacco, Peanuts	2,629	13,183	67,645	1,436
Forsyth	77,269	62.6	Corn, Wheat, Tobacco, Hay	645	7,601	95,910	5,528
Franklin	26,667	.....	Cotton, Corn, Tobacco, Hay	856	7,756	69,693	3,281
Gaston	51,242	30.9	Cotton, Corn, Wheat, Cowpeas	512	4,791	93,704	5,315
Gates	10,537	.....	Corn, Peanuts, Cotton, Soybeans	2,332	16,662	34,694	833
Graham	4,872	.....	Hay, Corn	297	1,778	14,264	1,059
Granville	26,846	13.4	Corn, Tobacco, Cotton, Wheat	432	5,799	59,191	3,459
Greene	16,212	.....	Tobacco, Corn, Cotton, Cowpeas	2,327	11,166	58,839	998
Guilford	79,272	43.1	Corn, Wheat, Tobacco	1,276	10,896	159,630	7,710
Halifax	43,766	7.7	Cotton, Corn, Peanuts, Tobacco	2,841	14,196	68,592	2,853
Harnett	28,313	9.9	Cotton, Corn, Tobacco, Oats	1,251	9,029	54,978	1,763
Haywood	23,496	11.0	Corn, Hay, Oats, Wheat	572	4,088	62,694	4,215
Henderson	18,248	20.4	Corn, Hay, Truck	477	4,905	73,531	4,144
Hertford	16,294	.....	Peanuts, Cotton, Corn, Tobacco	2,254	13,718	31,094	1,052
Hoke	11,722	.....	Cotton, Corn, Tobacco, Oats	812	2,436	23,743	927
Hyde	8,386	.....	Corn, Soybeans, Cotton	1,114	7,571	34,821	1,079
Iredell	37,956	32.2	Cotton, Corn, Wheat, Hay	1,052	10,122	103,596	6,031

FACTS ABOUT NORTH CAROLINA AGRICULTURE—Continued

County	Population		PRINCIPAL CROPS ORDER OF IMPORTANCE (1928)	Number of Animals—1928			
	Total 1920	Urban % of Total		Sows of Breed- ing Age	Hogs Sold, or Slaughtered	Hens of Laying Age	Milk Cows of Milking Age
Jackson	13,396	—	Corn, Hay, Oats, Wheat	1,012	5,335	40,815	2,931
Johnston	48,998	—	Cotton, Corn, Tobacco, Oats	5,300	30,205	111,539	3,500
Jones	9,912	—	Corn, Tobacco, Cotton, Soybeans	2,706	17,799	39,736	813
Lee	13,400	22.2	Corn, Cotton, Tobacco, Oats	324	3,106	29,278	1,328
Lenoir	29,555	33.1	Corn, Tobacco, Soybeans	2,309	13,552	44,371	1,028
Lincoln	17,862	19.0	Cotton, Corn, Hay, Oats	612	4,828	69,526	3,072
McDowell	16,763	—	Corn, Wheat, Hay	239	2,622	33,132	1,772
Macon	12,887	—	Corn, Wheat, Hay	943	5,968	44,023	3,242
Madison	20,083	—	Corn, Hay, Wheat, Oats	488	4,098	76,495	3,950
Martin	20,828	—	Peanuts, Corn, Tobacco, Cotton	3,247	20,430	45,972	700
Mecklenburg	80,695	57.4	Cotton, Corn, Hay, Wheat	682	7,503	117,214	9,503
Mitchell	11,278	—	Hay, Corn, Oats	268	3,102	24,499	1,999
Montgomery	14,607	—	Corn, Cotton, Wheat	328	2,790	31,304	1,791
Moore	21,388	—	Corn, Cotton, Wheat, Tobacco	327	3,646	47,022	2,016
Nash	41,061	15.5	Cotton, Corn, Tobacco	1,987	13,561	85,299	2,198
New Hanover	40,620	82.2	Truck, Corn, Soybeans	162	656	7,200	552
Northampton	23,184	—	Cotton, Peanuts, Corn	3,436	19,997	62,254	2,046
Onslow	14,703	—	Corn, Tobacco, Peanuts, Cotton	3,684	22,836	32,927	653
Orange	17,895	—	Corn, Wheat, Tobacco, Cotton	639	5,362	76,211	3,553
Pamlico	9,060	—	Corn, Truck, Cotton, Soybeans	922	6,017	29,894	644
Pasquotank	17,670	50.5	Corn, Soybeans, Cotton, Truck	2,010	14,469	41,948	1,449
Pender	14,788	—	Corn, Peanuts, Cotton, Tobacco	2,632	17,107	35,643	1,349
Perquimans	11,137	—	Corn, Cotton, Peanuts, Soybeans	2,661	20,559	49,481	1,281
Person	18,973	—	Corn, Tobacco, Wheat, Hay	642	5,779	52,520	3,228
Pitt	45,569	12.7	Tobacco, Corn, Cotton, Oats	3,989	18,676	100,775	1,675
Polk	8,832	—	Corn, Cotton, Wheat	138	1,804	29,990	1,560
Randolph	30,856	8.3	Corn, Wheat, Hay, Cotton	1,552	9,023	123,095	5,197
Richmond	25,567	24.7	Cotton, Corn, Oats	1,128	5,304	61,873	2,252
Robeson (1927)	54,674	4.9	Cotton, Corn, Tobacco, Hay	3,681	16,990	90,289	2,625
Rockingham	44,149	12.1	Corn, Tobacco, Wheat, Hay	264	5,169	77,860	3,914
Rowan	44,062	37.2	Cotton, Wheat, Corn, Hay	1,170	11,416	112,847	2,296
Rutherford	31,426	—	Cotton, Corn, Wheat	362	5,674	77,163	4,403
Sampson	36,002	—	Cotton, Corn, Tobacco, Hay	4,447	27,065	72,430	2,847
Scotland	15,600	16.9	Cotton, Corn, Cowpeas	539	2,034	15,705	704
Stanly	27,429	9.8	Corn, Wheat, Cotton	765	5,564	78,104	3,207
Stokes	20,575	—	Corn, Tobacco, Wheat, Hay	159	5,672	73,490	3,552
Surry	32,464	14.6	Corn, Tobacco, Wheat, Hay	357	5,574	67,427	4,360
Swain	13,224	—	Corn, Hay	121	1,144	12,680	949
Transylvania	9,303	—	Corn, Hay	492	3,572	19,733	1,292
Tyrrell	4,849	—	Corn, Soybeans, Potatoes	2,350	17,312	37,220	917
Union	36,029	11.3	Cotton, Corn, Wheat	1,162	7,127	114,635	5,810
Vance	22,799	22.9	Tobacco, Corn, Cotton, Cowpeas	358	2,929	32,670	1,979
Wake	75,155	32.5	Cotton, Corn, Tobacco, Hay	1,158	11,277	117,386	5,966
Warren	21,593	—	Cotton, Corn, Tobacco	785	6,254	44,329	2,795
Washington	11,429	—	Corn, Soybeans, Cotton, Tobacco	1,710	12,244	30,430	785
Watauga (1927)	13,477	—	Corn, Hay, Oats	485	4,072	55,062	3,699
Wayne	43,640	25.9	Cotton, Corn, Tobacco, Hay	4,306	22,711	97,184	2,262
Wilkes	32,644	—	Corn, Wheat, Cowpeas	708	7,967	90,522	6,340
Wilson	36,813	28.8	Cotton, Tobacco, Corn, Truck	1,643	8,543	74,172	1,028
Yadkin	16,391	—	Corn, Wheat, Tobacco, Hay	452	4,883	66,573	3,178
Yancey	15,093	—	Corn, Hay, Oats, Wheat	340	3,303	36,990	2,786

Data from county farm census enumerations. Additional county farm facts may be secured from the Crop Reporting Service, Department of Agriculture, Raleigh, N. C.

MISCELLANEOUS NORTH CAROLINA FARM INFORMATION—1928

County	GENERAL FARM CROPS						FIELD VEGETABLES			
	Tobacco Acres	Cotton Acres	Corn Acres	Wheat Acres	Oats for Grain Acres	Barley, Buckwheat and Velvet Beans Acres	Irish Potatoes Acres	Sweet Potatoes Acres	Strawber- ries and Dewberries Acres	Other field Truck Acres
Alamance	8,721	4,231	27,452	14,951	2,535	1,003	289	396	104	1,304
Alexander	1,212	4,899	12,355	7,861	814	252	278	350	19	204
Alleghany	3		7,524	887	2,094	2,559	473	8	3	173
Anson		56,500	26,884	8,157	7,876	184	279	695	11	598
Ashe			16,810	3,100	5,243	2,271	869	31	11	544
Avery	2		5,051	620	1,363	609	916	31	4	300
Beaufort	13,556	12,961	31,762	110	1,077	26	6,944	1,397	70	1,016
Bertie	8,691	18,690	25,706	30	388	64	156	1,118	115	324
Bladen	5,702	19,612	35,002	76	1,117	366	131	1,079	177	861
Brunswick	1,427	227	9,410	18	222	333	181	2,236	57	1,187
Buncombe	390		25,411	5,805	3,829	184	1,040	166	261	1,781
Burke	19	3,860	21,554	11,444	1,625	426	749	698	42	778
Cabarrus		28,296	23,534	12,444	3,577	1,537	289	249	23	551
Caldwell	452	565	19,166	7,522	1,404	270	945	616	14	510
Camden	17	6,355	15,693	32	39		4,205	781	8	238
Carteret	2,046	612	5,964	8	74		2,635	1,519	36	632
Caswell	18,090	257	20,180	7,222	790	149	473	793	43	1,763
Catawba		22,597	23,028	18,096	3,808	1,660	477	1,426	189	1,964
Chatham	4,464	18,757	37,350	18,398	2,362	246	249	664	25	348
Cherokee	13		22,612	582	270	31	1,172	542	25	466
Chowan	800	9,910	10,004	19	44	34	242	550	9	696
Clay	7		10,050	3,147	387	12	257	173	3	30
Cleveland		75,049	35,788	6,972	2,821	872	195	1,014	25	810
Columbus	14,276	5,361	30,580	27	1,107	127	485	2,815	2,407	784
Craven	13,874	5,164	20,095	52	831	23	1,210	1,240	12	465
Cumberland	3,391	48,479	37,225	310	2,036	316	463	937	372	2,466
Currituck	18	2,898	16,621	6	107	11	4,106	3,546	76	1,062
Dare		8	315				2	161		16
Davidson	6,309	5,403	32,785	26,447	3,749	3,944	665	1,465	82	1,670
Davie	1,511	8,564	14,759	10,238	1,161	1,448	164	242	11	1,050
Duplin	22,279	12,565	43,160	32	875	788	3,882	2,095	4,345	999
Durham	10,959	2,270	16,382	2,864	1,137	234	158	593	23	1,583
Edgecombe	20,523	56,513	32,769	140	1,833	39	845	732	17	1,117
Forsyth	11,749	1,005	22,202	14,459	4,287	713	610	562	49	2,552
Franklin	19,381	43,552	31,524	628	874	81	235	886	62	1,196
Gaston		32,335	26,443	7,845	3,235	874	338	820	66	1,612
Gates	240	10,242	15,182	38	116	2	244	944	16	637
Graham			5,645		222	144	264	67		155
Granville	20,907	4,240	24,919	2,345	774	11	265	544	6	1,036
Greene	25,650	20,429	22,836	53	1,599	4	585	660	1	443
Guilford	17,026	2,380	37,634	20,151	3,541	2,157	649	1,083	176	1,957
Halifax	8,068	68,225	40,068	139	636	18	529	1,120	29	2,854
Harnett	10,584	41,775	25,614	972	2,352	68	194	1,283	34	1,055
Haywood	385		13,716	2,972	3,237	236	1,678	79	30	460
Henderson	5		18,557	1,255	802	125	2,342	259	82	1,952
Hertford	3,721	15,473	14,680	15	669	2	227	530	6	121
Hoke	4,342	44,686	19,150	882	3,345	82	412	233	85	885
Hyde	10	5,149	18,697	44	1,333	33	538	218	1	70
Iredell	1,109	41,870	35,620	24,499	3,847	2,260	456	509	92	1,023
Jackson	1		12,906	1,753	1,770	58	1,215	427	34	439

MISCELLANEOUS NORTH CAROLINA FARM INFORMATION—Continued

County	GENERAL FARM CROPS						FIELD VEGETABLES			
	Tobacco Acres	Cotton Acres	Corn Acres	Wheat Acres	Oats for Grain Acres	Barley, Buckwheat and Velvet Beans Acres	Irish Potatoes Acres	Sweet Potatoes Acres	Strawber- ries and Dewberries Acres	Other field Truck Acres
Johnston	24,006	86,570	55,303	346	4,609	83	746	3,657	71	2,005
Jones	10,898	6,970	21,228	195	720	10	282	477	20	157
Lee	3,511	13,318	13,776	1,703	1,372	30	112	364	98	243
Lenoir	25,874	21,642	33,125		731		1,094	768	11	479
Lincoln	12	25,473	18,372	1,951	1,919	1,491	207	479	64	635
McDowell	4	45	13,557	3,350	245	22	651	512	16	700
Macon			16,481	3,245	1,038	45	918	220	18	591
Madison	3,086		18,491	4,211	3,715	99	586	139	23	423
Martin	16,818	12,264	18,911	20	1,221	23	1,021	889	7	205
Mecklenburg		65,668	43,360	4,568	2,414	1,898	346	799	66	1,916
Mitchell	18		7,712	705	3,106	66	807	79	17	534
Montgomery	1,030	11,814	14,431	7,471	1,998	359	202	289	27	369
Moore	5,412	11,812	19,284	7,080	1,689	242	247	482	518	712
Nash	31,118	52,340	31,620	100	1,737	17	335	1,010	33	1,632
New Hanover			1,956		41		133	61	56	3,835
Northampton	378	48,760	32,184	94	360	48	260	628	8	488
Onslow	9,306	4,362	21,618	25	249	119	209	1,159	45	961
Orange	7,751	4,028	23,652	12,358	1,123	167	258	306	15	209
Pamlico	782	5,450	15,909	10	563	15	7,449	1,128	4	283
Pasquotank		8,690	20,114	7	406	15	5,857	173	5	1,582
Pender	2,625	3,113	17,757		619	245	433	1,276	1,837	2,156
Perquimans	51	12,860	17,144	43	229	43	310	475	20	335
Person	20,289	34	24,525	5,209	1,539	50	519	585	7	1,149
Pitt	55,810	37,018	45,741	103	4,650		1,699	1,310	18	214
Polk	10	11,550	11,924	1,078	404	92	166	562	66	790
Randolph	4,243	4,925	31,477	26,291	3,005	3,043	552	539	50	1,054
Richmond	1,217	52,974	24,945	1,258	5,994	221	721	1,067	160	2,316
Robeson (1927)	20,900	102,000	67,866	447	7,616	1,000	1,200	2,011	400	820
Rockingham	19,694	23	25,572	10,942	2,189	81	645	828	48	1,489
Rowan	53	33,227	29,835	32,456	6,139	3,425	382	492	53	2,138
Rutherford		37,121	34,732	6,810	1,825	213	263	1,331	51	774
Sampson	10,121	65,493	49,630	261	1,580	591	1,487	2,241	787	2,597
Scotland	454	55,470	17,721	289	3,490	32	52	170	73	1,143
Stanly	2	20,270	23,229	22,699	2,603	1,623	256	399	27	433
Stokes	21,425	23	22,707	11,258	1,608	397	748	672	17	710
Surry	18,174	8	29,583	10,768	1,787	754	654	512	46	997
Swain	3		5,757	182	314	46	284	117	6	182
Transylvania			9,141	109	80	11	656	34	7	623
Tyrrell	5	964	11,411	8	262		3,790	350	2	205
Union	32	67,385	40,517	7,150	4,589	422	370	605	56	230
Vance	16,111	10,128	14,370	568	315	16	120	392	32	544
Wake	32,708	57,603	49,046	1,478	2,510	160	285	1,810	45	2,743
Warren	7,794	33,716	23,536	1,763	687	31	331	744	72	1,053
Washington	1,770	3,305	13,061	22	159	6	1,436	65		166
Watauga (1927)	1		8,499	1,483	3,085	2,000	1,510	16		426
Wayne	25,237	50,727	47,214	133	2,693	88	3,482	1,926	129	822
Wilkes	981	431	37,570	14,680	1,491	835	1,656	963	58	1,639
Wilson	33,176	43,915	28,796	87	1,984	9	812	1,483	5	451
Yadkin	9,851	931	21,963	14,148	2,253	691	367	312	71	898
Yancey	503		12,183	1,680	4,334	119	698	47	16	866

Data from county farm census enumerations. Additional county farm facts may be secured from the Crop Reporting Service, Department of Agriculture, Raleigh, N. C.

MILK COWS IN NORTH CAROLINA, 1928

(The counties ranked according to persons per cow)

The following table, based on the recent issue of *Farm Forecaster*, issued by the crop reporting service of the State-Federal Department of Agriculture, gives the number of milk cows of milking age in each county and the ratio of milk cows to population. The counties are ranked according to the latter factor.

In 1928 there were, according to the report, 275,454 milk cows of milking age in the State. This is equivalent to one cow for each 10.2 people. The range among the counties is from one cow for each 2.3 persons in Alleghany county to one cow for each 164.0 persons in Dare. In nine counties there were no more than five persons for each cow; at the other extreme there were nine counties in which there were more than 25 persons per cow.

Department of Rural Social-Economics, University of North Carolina

Rank	County	Milk cows of milking age	Per- sons per cow	Rank	County	Milk cows of milking age	Per- sons per cow
1	Alleghany	3,155	2.9	29	Davidson	6,328	6.4
2	Clay	1,504	3.5	30	Union	5,810	6.6
3	Ashe	5,858	3.9	31	Iredell	6,031	6.8
3	Watauga	3,699	3.9	32	Cleveland	5,524	7.0
5	Macon	3,242	4.1	33	Alamance	4,981	7.2
6	Davie	3,323	4.2	34	Camden	721	7.5
7	Graham	1,059	4.7	34	Montgomery	1,791	7.5
7	Jackson	2,931	4.7	36	Burke	3,240	7.7
9	Henderson	4,144	4.8	36	Hyde	1,079	7.7
10	Madison	3,950	5.1	36	Rutherford	4,403	7.7
10	Randolph	6,197	5.1	39	Catawba	4,866	8.0
12	Tyrrell	917	5.2	39	Surry	4,360	8.0
13	Avery	1,915	5.4	41	Granville	3,459	8.1
13	Chatham	4,616	5.4	41	Warren	2,795	8.1
13	Cherokee	2,980	5.4	43	Buncombe	9,362	8.2
13	Yadkin	3,178	5.4	43	Rowan	6,296	8.2
17	Caswell	3,005	5.5	45	Currituck	870	8.4
17	Wilkes	6,340	5.5	46	Franklin	3,281	8.6
19	Orange	3,553	5.7	46	Transylvania	1,292	8.6
20	Mitchell	1,999	5.9	48	Perquimans	1,281	8.7
20	Stokes	3,552	5.9	49	Swain	1,712*	9.2
22	Haywood	4,215	6.0	50	Mecklenburg	9,503	9.8
23	Lincoln	3,072	6.1	51	Cabarrus	3,985	10.0
24	Alexander	2,002	6.2	52	Anson	3,025	10.1
25	Caldwell	3,326	6.3	53	Stanly	3,207	10.3
25	Person	3,228	6.3	54	Bladen	1,997	10.5
25	Polk	1,560	6.3				
25	Yancey	2,786	6.3				

*1927 figures.

55 Gaston	5,315	10.9	78 Forsyth	5,528	18.6
55 McDowell	1,772	10.9	79 Greene	998	18.9
57 Pender	1,349	11.0	80 Duplin	2,370	19.5
58 Lee	1,328	11.4	81 Cumberland	1,916	20.5
59 Northampton	2,046	11.7	82 Nash	2,198	21.5
60 Moore	2,016	12.5	83 Columbus	1,428	22.0
61 Gates	833	12.7	84 Scotland	704	22.4
61 Guilford	7,710	12.7	84 Wayne	2,262	22.4
61 Pasquotank	1,449	12.7	86 Craven	1,394	23.0
64 Rockingham	3,914	13.0	87 Beaufort	1,350	23.1
65 Vance	1,979	13.1	88 Bertie	1,064	23.3
66 Jones	813	13.4	88 Onslow	653	23.3
67 Richmond	2,252	13.6	90 Robeson	2,625	23.4
68 Pamlico	644	14.0	91 Brunswick	612	24.9
69 Hoke	927	14.3	92 Chowan	391	27.2
69 Wake	5,966	14.3	93 Edgecombe	1,436	30.1
71 Sampson	2,847	14.5	94 Pitt	1,674	32.0
72 Washington	785	14.9	95 Martin	700	33.6
73 Durham	3,184	15.1	96 Lenoir	1,028	34.5
74 Johnston	3,500	15.9	97 Carteret	461	36.4
75 Hertford	1,052	16.2	98 Wilson	1,028	43.1
76 Halifax	2,853	17.3	99 New Hanover	552	87.1
77 Harnett	1,763	18.2	100 Dare	33	164.0

FOOD REQUIRED TO FEED LIVESTOCK

The feed requirement for livestock on the farm is as follows:

Poultry—Mash and scratch required to feed 100 hens 1 year:

Wheat	52 Bushels
Corn	70 Bushels
Oats	22 Bushels

Swine—150 bushels corn required to feed each brood sow and her two litters to an average weight of 200 pounds gross.

Dairy Cows—15 bushels of corn, 10 bushels oats, 2 tons hay per cow a year.

Sheep—Legume hay 400 pounds, shelled corn 30 pounds per head a year.

Beef Cattle—Legume or mixed hay (stover or straw) 1½ tons, corn 15 bushels a year.

Horses and Mules—Grain 12½ pounds daily, 75% of amount corn, 25% oats. Hay, 12½ pounds daily a head, or corn 60 bushels, oats 30 bushels, hay 2½ tons a year.

LIVESTOCK PER FARM IN NORTH CAROLINA, 1870-1929

Year	Horses per farm	Mules per farm	Milk cows per farm	Other cattle per farm	Sheep per farm	Swine per farm
1870.....	1.10	0.54	2.11	3.46	4.95	10.76
1880.....	0.85	0.52	1.47	2.69	2.93	9.24
1890.....	0.74	0.55	1.25	2.28	2.73	7.02
1900.....	0.71	0.61	1.04	1.74	1.34	5.79
1910.....	0.65	0.69	1.22	1.54	0.84	4.84
1920.....	0.63	0.95	1.31	1.08	0.34	4.73
1925.....	0.46	0.99	1.10	0.82	0.24	3.07
1929*.....	0.24	0.95	1.01	0.73	0.36	3.01

*Farms estimated at 290,000.

A SURVEY OF 1929 CROP CONDITIONS

The North Carolina farmer who raised "money crops" in 1929 worked harder and got less money than he did in 1928, but the farmer who raised food and feed supplies in 1929 worked less and got more.

These facts are shown clearly in a survey made by the agricultural extension service of North Carolina State College from 1929 crop figures compiled by the United States Department of Agriculture. This survey shows a shrinking in the value per acre in North Carolina in 1929 of the three so-called money crops, tobacco, cotton and peanuts.

It shows an increase per acre in the value of all staple food and feed crops with the exception of wheat.

The hay and the corn go hand in hand with the program to increase the raising of livestock in North Carolina.

Records for 1929 show that the value of the North Carolina tobacco crop was approximately \$123 an acre against \$136 an acre in 1928. The acreage was larger and the yield was larger in 1929 but the price wasn't there. In 1928, 728,000 North Carolina farm acres were in tobacco, the yield was 449,408,000 pounds and the total value was \$97,385,000. In 1929 the acreage was increased to 764,000, and the yield to 508,060,000 pounds but the total value was only \$93,991,000.

In other words North Carolina farmers cultivated 36,000 additional acres but got about three and one-half million fewer dollars from tobacco.

Cotton values shrank from \$48 per acre in 1928 to \$39 per acre in 1929, and this was in spite of a reduction in acreage in North Carolina. Poor crops, the boll weevil and low prices were responsible. Acreage in 1929 was 1,818 as compared with a 1928 acreage of 1,892,000. Production in 1929 was about 735,000 bales as compared with 836,000 bales in 1928. Total price for 1929 was about \$61,372,000 as compared with \$77,330,000 in 1928.

Peanut acreage was increased for the 1929 season and the value of production per acre shrank from \$57 in 1928 to \$45. Acreage was increased from 205,000 to 220,000. Total production increased from 215,250,000 pounds to 224,400,000 pounds. Total price declined from \$11,731,000 to \$9,996,000.

In other words the peanut growers cultivated 15,000 additional acres and got about two million fewer dollars.

With the staple crops (with the exception of wheat) it was another story. The per acre value of Irish potatoes increased from \$72 in 1928 to \$132 in 1929; the per acre value of sweet potatoes from \$83 to \$105; corn \$19 to \$21.50; barley \$27.60 to \$30.70; hay \$16.40 to \$16.90; oats \$17.20 to \$17.98; and rye from \$16.70 to \$16.80.

Wheat declined from \$17.60 per acre in 1928 to \$16.50 per acre in 1929.

Although the increase per acre in corn values was only about \$2.50 the immense acreage planted in corn in North Carolina made this mean millions more dollars to farmers who withstood the temptation to put all their land in cotton, tobacco or peanuts.

Corn acreage for 1929 was 2,259,000 against 2,305,000 in 1928. The 1929 production was 48,568,000 bushels as against a 1928 production of 42,642,000 bushels. The 1929 crop was worth, at farm values, \$48,568,000 and the 1928 crop \$43,921,000.

Most sensational per acre increase was registered by Irish potatoes which jumped in value from \$72 per acre to \$132. This was due to a reduction of acreage and production in North Carolina and the United States, plus a much higher price. The reduction of acreage followed the bad potato year of 1928 when there was an overproduction and very low prices.

The North Carolina Irish potato acreage in 1929 was 74,000 as against 95,000 the preceding year. Production was 8,130,000 bushels as against 10,545,000 bushels. Total price for the 1929 crop was \$9,756,000 as against \$6,854,000 for the 1928 crop.

In other words the Irish potato farmers worked 21,000 fewer acres and received three million more dollars.

A big increase in the per acre yield favored the 1929 growers of sweet potatoes in North Carolina where the per acre value increased from \$83 to \$105. The acreage was slightly smaller and there was a slight increase in price. The sweet potato farmers worked two thousand fewer acres and got a million and a half more dollars.—*News and Observer*.

PRIZES AND AWARDS CONNECTED WITH OBSERVANCE OF LIVE-AT-HOME WEEK

Two series of State prizes will be offered as follows:

1. One series in the schools for white race.
2. One series in the schools for colored race.

The white schools will be divided into two groups: (1) rural schools; (2) city schools. The city schools for colored children will be divided into two groups: (1) rural schools; (2) city schools.

In each of these four groups (white rural, white city, colored rural, colored city, as specified above), there will be three types of prizes as follows:

a. *Essay contest in public high schools.* A State prize for the best essay written by a pupil enrolled in any public high school of the group in which the pupil is eligible. The essay is to be written on some phase of the live-at-home program, and to contain not less than 800 words nor more than 1,500 words.

b. *Essay contest for children in grades from five to seven, inclusive.* A State prize for the best essay written by a pupil enrolled in any elementary school in the State in grades five to seven, inclusive. Essay to be written on some phase of the live-at-home program, and to contain not less than 500 words nor more than 1,000 words.

c. *Poster contest for grades one to four, inclusive.* A State prize for the best poster or booklet prepared by any grade in the school in each of the four groups—grades one to four, inclusive.

METHOD OF SELECTING BEST ESSAYS, POSTERS AND BOOKLETS

1. The county superintendent of schools shall appoint district and county judging committees, and the superintendents of city schools shall appoint city judging committees. (If possible, it is hoped that these two groups of officials will arrange for a series of district, city and county prizes similar to those offered for the State.)

2. The district judging committees for each of the four groups of schools shall file report of decisions together with prize-winning essays, booklets and posters with the county superintendents or the county judging committees, on or before April 15, 1930.

3. The city and county judging committees shall select the best poster, booklet and essay in each group mentioned above (a total of 12) to be forwarded not later than May 15, 1930, to State Superintendent of Public Instruction, A. T. Allen, Raleigh, N. C.

4. From these posters or booklets and essays submitted by city and county school systems, State judging committees shall choose the best essay, the best poster or booklet from each of the four groups of competing schools and award the State prizes.

NOTE: The essays offered in competition for State awards shall be bound in a volume called "The North Carolina Youth's Declaration of Independence," to be filed in the Governor's office in the Capitol.

CHAPTER I. THE FOUNDING OF THE NATION

The first step in the formation of the United States was the signing of the Declaration of Independence in 1776. This document declared the thirteen colonies to be free and independent states, no longer bound to the British Crown. The signing took place in Philadelphia, Pennsylvania, at the Second Continental Congress. The document was signed by John Hancock, Thomas Jefferson, and other prominent leaders of the time.

The Declaration of Independence was a bold statement of the colonies' desire for self-governance. It outlined the principles of natural rights and the social contract theory, which held that governments derive their just powers from the consent of the governed. The document also listed the grievances against King George III, such as the imposition of taxes without representation and the quartering of British soldiers in private homes.

The signing of the Declaration of Independence was a pivotal moment in American history. It marked the beginning of the United States as a sovereign nation. The document inspired the American people and provided a moral and political foundation for the new nation. It also set the stage for the American Revolution, which would culminate in the signing of the Constitution in 1787.

CHAPTER II. THE CONSTITUTION AND THE EARLY YEARS

The Constitution of the United States was drafted in 1787 and signed in 1788. It established the framework for the federal government, including the executive, legislative, and judicial branches. The Constitution was a landmark document that provided a permanent and flexible structure for the nation's government.

The Constitution was the result of a series of compromises between delegates from the thirteen states. The delegates met in Philadelphia to address the weaknesses of the Articles of Confederation, which had proven to be ineffective in governing the young nation. The delegates agreed on a system of checks and balances, which would ensure that no single branch of government would become too powerful.

The Constitution also established the principle of federalism, which divides power between the federal government and the states. This system allowed the federal government to handle national issues, while the states retained control over local matters. The Constitution was a masterpiece of political engineering, designed to create a strong and balanced government.

The early years of the United States were marked by challenges and growth. The nation faced economic difficulties, including a period of depression in the 1790s. However, the Constitution provided a stable and effective framework for the government, which allowed the nation to overcome these challenges and emerge as a major power in the world.

Syracuse, N. Y.
PAT. JAN 21, 1908

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